



Sandown Elementary Schools Consolidation Report and Recommendations

Submitted May 19th, 2015

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Sandown Consolidation Report
TIMBERLANE REGIONAL SCHOOL DISTRICT

Respectfully Submitted by the Sandown Consolidation Committee

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Executive Summary

The Sandown Consolidation Committee was convened on March 18, 2015 for the purpose of studying the impact of consolidating the Sandown North and Sandown Central Elementary Schools. The group was charged with making recommendations to Superintendent of Schools Dr. Earl Metzler, regarding the logistics of the consolidation. This document, developed by the Committee, offers several recommendations on how to consolidate Sandown North and Sandown Central. Serving the best interests of the students and families in Sandown, as well as meeting the ongoing needs of the District and all of its stakeholders were two key forces driving the recommendations made in this document.

One of the most important recommendations made in this document, directly deals with the repurposing of Sandown Central in a way that aligns with the District's goals and addresses the current population needs of the District. As such, the Committee will recommend that the Sandown Central School remain open in a new capacity as the site for the Timberlane Learning Center (TLC) District Special Education Preschool, and the Sandown Kindergarten program. Special education preschool programs are currently operating at the Pollard, Danville, Atkinson and Sandown North Elementary schools and are approved by the State of New Hampshire.

The Committee also within this document explores openly the need to make facilities adjustments in order to better suit the needs of the students in Sandown. The two facilities in their current capacity serve very different grades and need to have certain adjustments made to meet a wider span of the grades and ages that will be consolidated. As such, issues such as outdoor-field space, classroom sizes, and transportation are all addressed with recommendations to deliver a quality and modern education to the residents of Sandown.

The Committee has completed its work, and hereby issues this consolidation study report, along with all of its discussion, recommendations and suggestions to the Superintendent of Schools.

Respectfully Submitted by the Sandown Consolidation Committee.

Charge of the Committee

The Committee is charged with offering recommendations to the Superintendent to support and facilitate the effective consolidation of the two Sandown schools, with a focus on what is in the best interest of students, communities, the district, and special education programs.

It is not the charge of this Committee to make specific staff recommendations or prepare a fiscal analysis of the options. That responsibility will fall to the Superintendent.

The Committee's report and recommendations will be delivered to the Superintendent by May 20th, 2015.

Mission of the Committee

Mission Statement of the Superintendent's Sandown Consolidation Committee

To create a blueprint for consolidating Sandown's two elementary schools into a unified facility while providing an exceptional education for the enrichment of Sandown's PK-5th grade students. The framework of the report will focus on the following goals and objectives:

- Inform the transition of current 4th grade Sandown Central School students to Sandown North School with minimal disruption.
- Review long-term impacts and provide recommendations for future needs to the Superintendent in order to plan appropriately.
- Create recommendations that consider the health, safety, education, development and success of Sandown elementary students, educators, administrators and parents, while considering the impact on all District stakeholders.
- Recommend options for the utilization of the Sandown Central School facility that are fiscally responsible and meet the current and future needs of the District.

Summary of Recommendations

Classrooms and Programs

- Relocate and consolidate the district-wide Timberlane Learning Center Preschool Program and Early Learning Environments to Sandown Central School
- Relocate all Sandown North Kindergarten classes to Sandown Central School
- House Grades 1-5 at Sandown North Elementary School
- Create a Transition Team to Support Consolidation

Future Facilities Considerations

- Evaluate Infrastructure at Sandown North/Central
- Capital Improvement Committee reviews long term plans for both schools
- Install a fire sprinkler system at Sandown North

Playground and Green space at Sandown North

- Construct additional playing fields at Sandown North with the location determined by Director of Facilities and Superintendent
- Minimum of one acre
- Install appropriate fencing around portions of the field

Bus Transportation for Students

- District Transportation Coordinator and Administration will explore most efficient routes in order to reduce travel time for students
- Review traffic flow on Greenough and Danville Rds. to ensure timely arrival of busses to Sandown from TRHS and TRMS.

Traffic and Parking

- District and Town Officials collaborate on opening emergency access road from Sandown North, for busses only
- Evaluate traffic flow patterns to reduce congestion at drop-off and pick-up times

Technology Readiness

- None at this time

Impact on Professional Staff

- The administration and TTA (Timberlane Teachers' Association) should work to ensure, where possible, continuity in building representation from the TTA as well as actively encourage increase in dialog
- TTA Leadership should increase interaction and assistance with building representatives to ensure smooth transition and dialog
- TTA Leadership will consider a temporary special appointment of one additional representative per building to increase representation during transition
- To promote respect and support of the faculty and staff at both schools, full disclosure of this plan should be given to them at the absolute earliest opportunity

Committee Discussion and Recommendations

Current Facilities and Program Structures

Classrooms and Programs

The Committee determined that the most important considerations involved the appropriate utilization of District facilities and the preservation of current programs, while fostering the most age appropriate learning environments. With that focus, the Committee's mission statement drove each discussion, and all stakeholders had a voice in the development of the recommendations. The committee recognizes that not everyone will agree with the recommendations presented here; however careful consideration was given to all factors before finalizing these recommendations.

The full Committee toured both the Sandown North and Sandown Central schools to gain a better sense of the available space, possible classroom configurations and program requirements. It was determined that maintaining dedicated classrooms for the unified arts (art, music, enrichment and technology) was critical, as they are an important part of developing students into well-rounded and productive members of the community. The Committee felt that these educational opportunities were an integral component of a Timberlane education.

The Committee also focused on ensuring that the current Sandown North facilities, such as the cafeteria, were sufficient for the increased enrollment. Currently, cafeteria space is designed to accommodate up to 144 students at a time. This allows for the efficient management of three lunches, with the option to add a fourth lunch period if necessary. The Committee determined that Sandown North's library has adequate space to house all of the literacy materials from both schools and to serve as an instructional space. Technology programs would also continue to be fluid and operational, meeting the needs of the combined school. The Committee believed it critical to maintain a professional learning center, extended library space, small group meeting space, and conference rooms in addition to as many as seventeen classrooms. This included technology, music, art and special education classrooms.

It became evident during the tour that, although the space exists to consolidate the schools and create a PK-5 elementary, there would be inherent challenges. The Committee considered creating multi-age classrooms, moving therapy areas, replacing staff professional learning spaces with classrooms and possibly moving special education district programs to other

schools. It was determined that these measures would not meet the objectives of a 21st century education, and would further disrupt other schools in the district.

The Committee took special care to ensure that some of our youngest and most vulnerable students were not being negatively impacted in this consolidation. It was important to provide adequate space for the delivery of special education, specialized instruction, and related services. Currently, 78% of students enrolled in the District's preschool program are identified for special education. New Hampshire and federal law govern the provision that special education services are provided for identified students by the age of three. Families of the remaining "typical" preschool students pay tuition to attend the program, which provides revenue to the district.

The opportunity to expand the District preschool program, while gaining efficiencies of resources, made a District-wide consolidated preschool at Sandown Central School seems well worth exploring.

With due consideration, the Committee makes the following recommendations:

RECOMMENDATION:

Relocate and consolidate the district-wide Timberlane Learning Center Preschool Program and Early Learning Environments to Sandown Central School

The Committee recommends consolidating all current Timberlane Learning Center (TLC) preschool district programs into the Sandown Central School. This will maximize our current preschool resources, allow for more efficient use of staff, and result in a model preschool program that is dedicated to meeting the unique needs of our youngest citizens while providing both special education programs and early learning environments, as required by state and federal law.

The Committee recognizes that this recommendation may not be viewed favorably among the other towns in the District. However, after weighing all factors the Committee believes the District could leverage significant cost savings and efficiencies by operating one preschool program that serves the entire district, versus individual programs at each elementary school. Currently the TLC preschool has early learning environments at Sandown North, Danville, and Atkinson, with the District special education preschool programs for Autism, Intensive Needs and Emotional Disturbance at the Pollard School. Preschool enrollments by town fluctuate widely from year to year, and it has become more difficult to operate a cohesive preschool program with appropriate professional development, communication, and the sharing of

resources in separate locations. The preschool coordinator currently travels to each school in order to meet with preschool staff and ensure that they are meeting all reporting requirements as mandated by law.

The TLC preschool program at Pollard School has reached maximum capacity and is taxing the School's resources. There is ample space at Sandown Central to accommodate current enrollments and to expand as enrollments increase. The additional space will increase room for tuition-based typical students, thereby alleviating some of the costs associated with keeping the Sandown Central building open.

Because preschool enrollments typically double during the school year, as a result of three-year old referrals and identification via Early Intervention Services, providing appropriate services, such as speech, occupational therapy and physical therapy is challenging during the last quarter of the year. Past practice has been to contract with outside vendors at additional cost in order to provide services while critical staff complete mandatory evaluations. Having staff commute between schools to provide services creates inefficiency and disrupts students in other schools.

Looking to the future, there would be an opportunity for the high school to develop an Early Childhood Education Program in conjunction with the TLC Program at Sandown Central. Students seeking to pursue a major in this field at the college level and currently attending the Salem Vocational Center, would have an opportunity to gain experience in their own district. Proximity to the town library and town offices would allow these young students opportunities to explore the community with out the need of bussing.

Preschool programs are half day, in either the morning or afternoon, with no lunch service. This would eliminate the need for a kitchen renovation at Sandown Central School.

The Committee recommends that the preschool program have more than one administrator on site to help manage the program, oversee and evaluate staff, and attend the large number of team meetings and screenings required.

Advantages

Students:

- Ability to host family transition meetings for children turning three years old as required by the Memorandum of Agreement between the district and Early Support Services
- Provide a range of learning environments to give students access to a least restrictive environment with less dependency on private preschool /community placements
- Program consistency district-wide

Staff:

- Maximize the use of resources to meet the needs of all children
- Increased ability to utilize all staff to meet the needs of students as enrollment increases during the school year
- Shared ownership for case management and therapeutic services
- Ongoing professional development/targeted trainings for all staff to meet the needs of the diverse population of young learners
- Opportunity for professional dialogues regarding classroom instruction, therapy services and intervention strategies

Increase Parent Involvement Opportunities:

- Room to house a district-wide parent resource center
- Parent volunteers to engage students in language based learning activities (building postal system, library use, etc.)
- Parent trainings to support therapies and development of academic skills at home
- Partnership with CLM (Center for Life Management) to provide additional parent trainings
- A targeted parent support group
- Opportunity to develop partnership with the Parent Information Center and the Department of Education
- PTA – Timberlane Early Learning Center will work with parents to establish a PTA that is specific to this school

Facility/Campus:

- School/District recognition as a SEE-Change¹ State implementation and demonstration site for early learners

¹ ***SEE-Change:** Through an application and selection process, the TLC/Pollard Preschool site was recently chosen to participate in the SEE-Change state initiative for early childhood. SEE-Change is a NH initiative in partnership with the Early Childhood Technical Assistance Center (ECTA) dedicated to improving the outcomes for young children with or at risk for delays or disabilities and their families through wide spread use of evidence based

- Community partnerships with police, fire, library, and local businesses (field trip opportunities)
- Room to expand district Pre-K and Kindergarten programs
- Space to offer site-based Professional Learning to all district early childhood educators
- Demonstration site with feedback loop between Pre-K and Kindergarten teachers
- Space allows for expansion of tuition-based program for students from all district towns

Collaborative Opportunities:

- To enhance positive behavior management system from preschool to systems existing in other buildings
- To establish or enhance integrated teams (target, intensive and universal) for the purpose the providing interventions or referrals to special education
- To establish a community and culture that mirrors positive behavior philosophy.
- To share leadership between Principal and Preschool Coordinator

Challenges

- Increasing “typical” enrollments from within district and from surrounding towns.
- Establishing before and after school care through private providers
- Helping the public to understand the benefit of an early learning center
- Addressing parents’ concerns about sending their child to a preschool outside of their home town

RECOMMENDATION:

Relocate all Sandown North Kindergarten classes to Sandown Central School

The Committee recommends relocating all Sandown North kindergarten classes, both full and half day, to Sandown Central. This will alleviate any potential overcrowding at Sandown North while also allowing the kindergarten full day program to expand. This is another potential revenue generating option to help offset costs associated with Sandown Central. This move also allows the flexibility to add additional classes at Sandown Central in the event that kindergarten programs in other district towns become overenrolled. Currently the District provides a free half day kindergarten program and a full day, tuition based kindergarten class in each of the towns. The Committee believes that more parents may take advantage of the full day program in the future, and this could be an opportunity for the District to offer a

practices. The ECTA is a program out of the [Frank Porter Graham Child Development Institute](#) at the [University of North Carolina at Chapel Hill](#), funded through cooperative agreement number H326P120002 from the [Office of Special Education Programs](#), U.S. Department of Education. It is a systems-change effort to plan and sustain high-fidelity implementation of evidence-based recommended practices for young children and their families.

reasonably priced option to parents. It would be expected that students participating in these classes would be well poised to excel in first grade, where the curriculum, instruction and programs are aligned. Housing the TLC preschool and Sandown kindergarten under the same roof makes educational sense. Again, special education services could be coordinated more efficiently, and there would be plenty of opportunity for collaboration and cooperative learning.

This configuration would support the consolidation of District programs for students with emotional disabilities that currently operate in both Sandown North and Sandown Central Schools, where they have been successfully hosted for a number of years. The model of positive behavioral supports and interventions, which are so critical to maintaining the emotional health and well being of these students, is a mainstay at both locations. Moving the preschool program and kindergarten classes to Sandown Central will create space for the emotional disabilities program and ensure that other district special education programs are not disrupted.

Advantages

- All advantages previously identified in addition to the elimination of disruption to District elementary programs (Autism, Intensive Needs, Emotional Disabilities)
- Ability for vertical and grade-level professional learning communities to create a developmentally appropriate learning environment across settings and grade levels for students aged three through six

Challenges

- Providing lunch to full day kindergarten students (approx. 20)
- Establishing procedures to support students' transitions to Kindergarten and first grade
- Ensuring that Kindergarten students have a connection to the elementary program
- Coordinating bus transportation between Sandown North and Sandown Central Schools
- Coordinating and connecting teachers from the two campuses

RECOMMENDATIONS:

- } ***House Grades 1-5 at Sandown North Elementary School***
- } ***Create a Transition Team to Support Consolidation***

The Committee recommends consolidating Sandown Central and Sandown North Schools to create an elementary school for grades 1-5. Enrollment is projected to decline until 2023/24, making this a more efficient plan for educating Sandown's elementary-aged students.

With this plan, current grade five students will move to Timberlane Regional Middle School as scheduled, current grade four students will return to Sandown North for their grade five year, and current grade three students will remain at Sandown North for the grade four year. This elementary model will be largely consistent with elementary schools across the District and allows for increased staff collaboration in grades 1-5. Class sizes will be consistent with those in other schools in the District, with enrollments projected to decline over the next five years. This grade configuration will enhance opportunities for upper elementary students to mentor those in younger grades, while engaging in a variety of collaborative activities, such as reading buddy experiences. Increasing the time that siblings are housed on the same campus will serve families during parent conferences, open houses, school plays and other events.

Although, a transition team has already been formed, due to time constraints of the upcoming school year, the Committee supports the creation of this transition to support the consolidation of the Sandown North and Sandown Central Schools. The Committee also recommends the transition team should include a cross section of stakeholders including, but not limited to parents, staff, students and administration.

A major objective of this team would be to engage the community to look at how to best blend the children, staff and families into a unified school consisting of grades 1-5.

It should be noted, that a separate team or a sub-team may be formed to deal with specific preschool transitions, as this should consist of a wider cross-section of stakeholders from the District, given its affect on the wider District population.

The Committee also recommends that the transition team explore the following questions and needs of the community to develop plans and answers as appropriate.

- A Separate “Open House” for incoming fifth graders transitioning back to Sandown North
- Conduct a welcome back reception for Sandown North and Sandown Central teachers
- Determine how and when changes will be presented to the incoming 5th grade students
- Setup time for the transition team and principals to meet with all students through a forum type setting
- Consider current programs, such as “Monday Morning Meetings” to ensure they are appropriate for all age levels
- Discuss and provide recommendations on 4th and 5th grade traditions, such as student council, school store, lip sync competition, DARE, wacky-water day, ski club, field days, freedom trail, and bridges.

Advantages

- Adequate space in the immediate future
- Increased opportunities for collaboration
- Consistency of elementary model throughout the District
- No mid-elementary transition
- Staff knowledge of students over time
- A transition team would help ensure the smooth transition of staff, students and programs
- Stakeholders would have input into transition issues
- Consistency of class sizes district-wide
- Staffing levels can be adjusted modestly, in line with best educational practice and school board policy
- Projections show adequate classroom space well into future

Challenges

- Grade four students returning to Sandown North will require support during transition
- Grade four students will have an additional transition (back to Sandown North, then to TRMS)
- Larger class sizes, however in line with other district elementary schools
- Teachers must adjust to larger class sizes

Enrollment and Staffing Levels in Supporting Consolidation

Enrollments and Class Size for Preschool through Grade 5

Although the recommendations have been made in the previous section on how to best consolidate Sandown Central and Sandown North, the Committee thought it appropriate to share additional information that was reviewed as part of the considerations and how the Committee arrived at its recommendations. This section shares some of that information and further expands on the consolidation recommendations made in the previous section.

The Committee has reviewed current class sizes and projected enrollments to the year 2025. Current trends show decreasing enrollment until 2019, followed by an increase in enrollments through 2024. NESDEC reports are reasonably valid for 3-5 years. Based on these projections, Sandown North has the physical space to accommodate students for the foreseeable future. The following chart illustrates expected student enrollments for the town of Sandown in grades one through five. The chart excludes Sandown's Kindergarten population, assuming Kindergarten is moved to Sandown Central along with the District's preschool program.

Enrollment figures for this demographic are less predictable due to factors such as full day Kindergarten, private preschool placements, referrals from Early Intervention Services, and parent need for extended day program or daycare.

Three important points should be considered when reviewing this chart. First, the number of teaching staff required for each grade is only considered for the 2015/2016 school year. Teacher assignments beyond the first year of consolidation will be determined by District administration. However, for the purpose of this chart the staff levels were maintained without adjustment for comparison purposes.

Additionally, enrollment does not increase to current levels until 2023/2024, and it should be noted that school enrollment projections are less reliable beyond four years. The District will need to monitor student and staffing levels appropriately and in accordance with District policies.

School Year	Grade Level (Classes/Class Size)															
	G1 Staff Ratio 1:N			G2 Staff Ratio 1:N			G3 Staff Ratio 1:N			G4 Staff Ratio 1:N			G5 Staff Ratio 1:N			Total Students
2015-16	56	3	19	62	3	21	72	4	18	73	3	24	75	4	19	338
2016-17	56	3	19	55	3	18	61	4	15	70	3	23	72	4	18	314
2017-18	58	3	19	57	3	19	55	4	14	60	3	20	69	4	17	299
2018-19	60	3	20	59	3	20	57	4	14	54	3	18	59	4	15	289
2019-20	63	3	21	61	3	20	59	4	15	56	3	19	53	4	13	292
2020-21	65	3	22	64	3	21	61	4	15	58	3	19	55	4	14	303
2021-22	67	3	22	66	3	22	64	4	16	60	3	20	57	4	14	314
2022-23	70	3	23	68	3	23	66	4	17	63	3	21	59	4	15	326
2023-24	72	3	24	71	3	24	68	4	17	65	3	22	62	4	16	338
2024-25	74	3	25	73	3	24	71	4	18	67	3	22	64	4	16	349

2014-15 Class Sizes and Classroom Teacher Staff Levels

Grade 1: 62 students 4 classes	15.5 students per class
Grade 2: 62 students 4 classes	15.5 students per class
Grade 3: 74 students 4 classes	18.5 students per class
Grade 4: 73 students 4 classes	18.3 students per class
Grade 5: 75 students 4 classes	18.7 students per class

Total Sandown Students= 346

Total Classes= 20

Total Classroom Teachers= 20

2015-16 Consolidation Class Sizes and Classroom Teacher Staff Levels

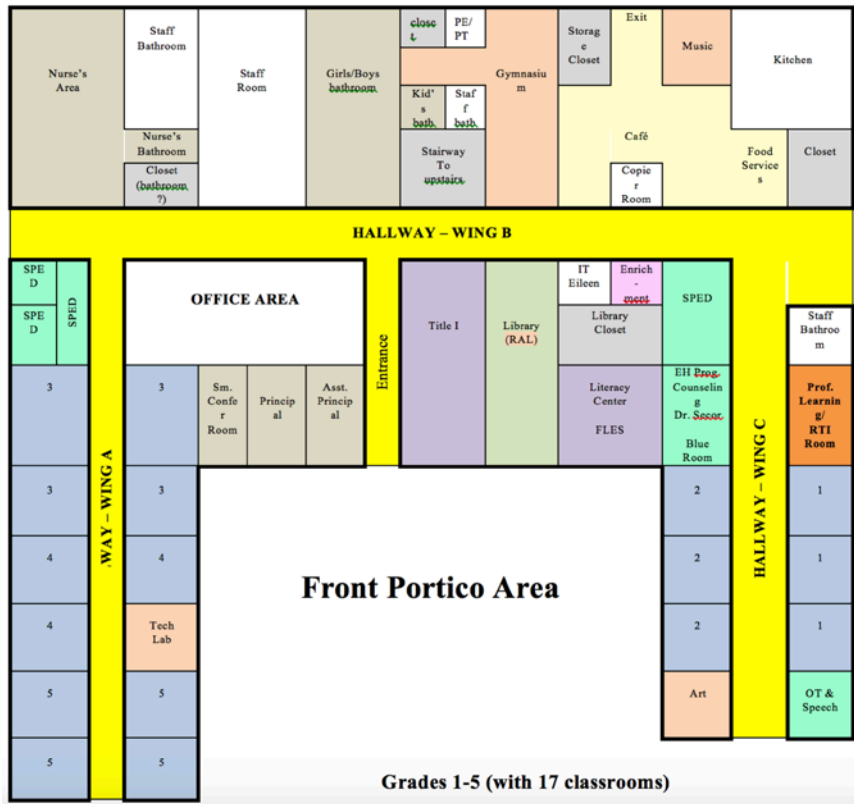
Grade 1: 56 students 3 classes 18.6 students per class
Grade 2: 62 students 3 classes 20.7 students per class
Grade 3: 72 students 4 classes 18 students per class
Grade 4: 73 students 3 classes 24.3 students per class
Grade 5: 75 students 4 classes 18.7 students per class

Total Students= 338 grades 1-5
Total Classes= 17
Total Classroom Teachers= 17

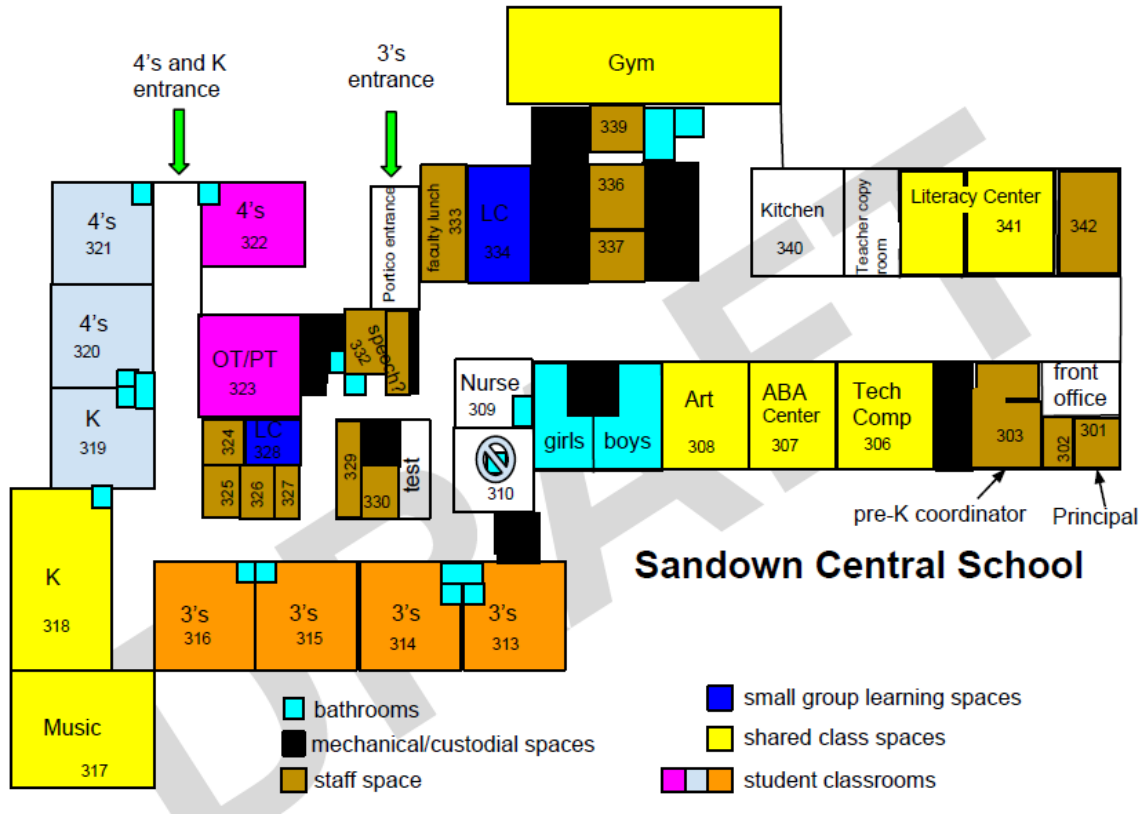
District Enrollment 2015-16

Grade	<u>Atkinson Academy</u>		<u>Pollard School</u>		<u>Danville Elementary</u>		<u>Sandown North</u>	
	<i>Per policy</i>		<i>Per policy</i>		<i>Per policy</i>		<i>Per policy</i>	
1	54	3=18	86	5=17.2	43	3=14.3	56	3=18.6
2	56	3=18.6	84	4=21	50	3=16.6	62	3=20.7
3	61	3=20.3	80	4=20	52	3=17.3	72	4=18
4	46	2=23	73	3=24.3	54	3=18	73	3=24.3
5	82	4=20.5	77	4=19.3	28	2=14	75	4=18.7
Total	299	15 classes	400	20 classes	227	14 classes	338	17 classes
Average Gr 1-5	19.9 students per class		20 students per class		16.2 students per class		19.8 students per class	

Proposed Classroom Configuration for Sandown North Elementary School



Proposed Classroom Configuration for Sandown Central Timberlane Learning Center Preschool



Future Facility Considerations

RECOMMENDATIONS:

- } ***Evaluate Infrastructure at Sandown North/Central***
- } ***Capital Improvement Committee reviews long-term plans for both schools***
- } ***Install a fire sprinkler system at Sandown North***

While not a critical need, adding adult bathrooms at Sandown North should be considered and explored, along with expansion of the faculty lounge. The nurse's office in Sandown Central should be evaluated to determine if it meets the needs of the preschool population or will require expansion.

In addition, the District should consider installing one-way glass outside of two preschool classrooms at Sandown Central, for the purpose of allowing parents of prospective enrollees to

observe the programs with minimal disruption to instruction. This would also support staff in the conducting of student observations as part of the special education evaluation process. Should the TRSD High School develop an Early Childhood Education program, the observation windows would prove very useful.

A process for serving lunch to full day Kindergarten students should be developed.

The Committee recommends that the Capital Improvement Committee (CIP) study enrollment projections to inform long-range facility planning. This Committee identified and discussed current space restrictions and challenges, but given that long-term projections lack accuracy, the Committee did not offer a specific recommendation in this area.

The Committee **strongly** recommends that a fire suppression and sprinkler system be installed at Sandown North. Currently, the building does not have a fire suppression system, which the Committee sees as a significant safety factor in the event of a fire. This deficiency needs to be addressed immediately.

Advantages

- Minimal facility upgrades to accommodate consolidated programs
- Observation windows would be beneficial on many counts
- All district facilities will be reviewed for long-term objectives and strategies
- Advance notice for district towns to put money into the capital reserve fund
- Less impact on the tax rate for towns
- Sprinkler system provides increased protection for students, staff, and fire department in case of fire
- Increased likelihood of saving the building in case of fire

Challenges

- As with any facilities changes and upgrades, there are associated costs
- Mobilizing the CIP to look at future needs
- Obtaining public support for future large projects
- Prioritizing the needs of each town and school

Consideration of Options for the Use of Sandown Central Facility

The Committee considered a number of options for the utilization of Sandown Central School, including leasing of the space to a K-8 charter school, which had expressed interest in such an

agreement. In addition, the Committee considered retiring the facility, while maintaining minimal utility service so as not to compromise structure and value.

It was determined that leasing Sandown Central School to a charter school would increase traffic in the center of Sandown considerably, as the charter school would not offer bus transportation options for students. Further, there were not sufficient classrooms to accommodate the charter school student enrollments, which may have led to requests to structurally alter the building. Lastly, this option would have prevented the District from using the building to meet future educational needs. After considerable discussion, the Committee determined that leasing the building was not in the best interest of the District due to a lack of acceptable revenue, a possible multi-year lease commitment, and questions about the District's responsibility to continue maintaining the facility

The final option considered by the Committee was to close Sandown Central and maintain minimum utility services to prevent rapid deterioration. It was determined that better options were available.

Specifically, the recommendation to locate the Timberlane Learning Center at Sandown Central would add efficiencies through better utilization of facilities, staff, space, equipment and resources, which would have a positive instructional impact.

Playground and Green Space at Sandown North

RECOMMENDATIONS:

- } Construct additional playing fields at Sandown North with the location determined by Director of Facilities and Superintendent**
- } Minimum of one acre**
- } Install appropriate fencing around portions of the field**

The Committee membership toured the playground at Sandown North School with the Director of Facilities, Jim Hughes, to assess capacity for accommodating students in grades four and five. The playground equipment appeared adequate for younger students. The lack of open field space was evident. Currently, Sandown North School does not have outdoor playing fields for students to use during recess and physical education classes. Sandown Central Principal Doug Rolph, along with parent representatives, agreed that older students prefer field space as opposed to playground equipment for running and organized play. A small playground with equipment is located in the back of the facility but is insufficient for field games. The Committee felt that this area is not adequate for the current student population, would not

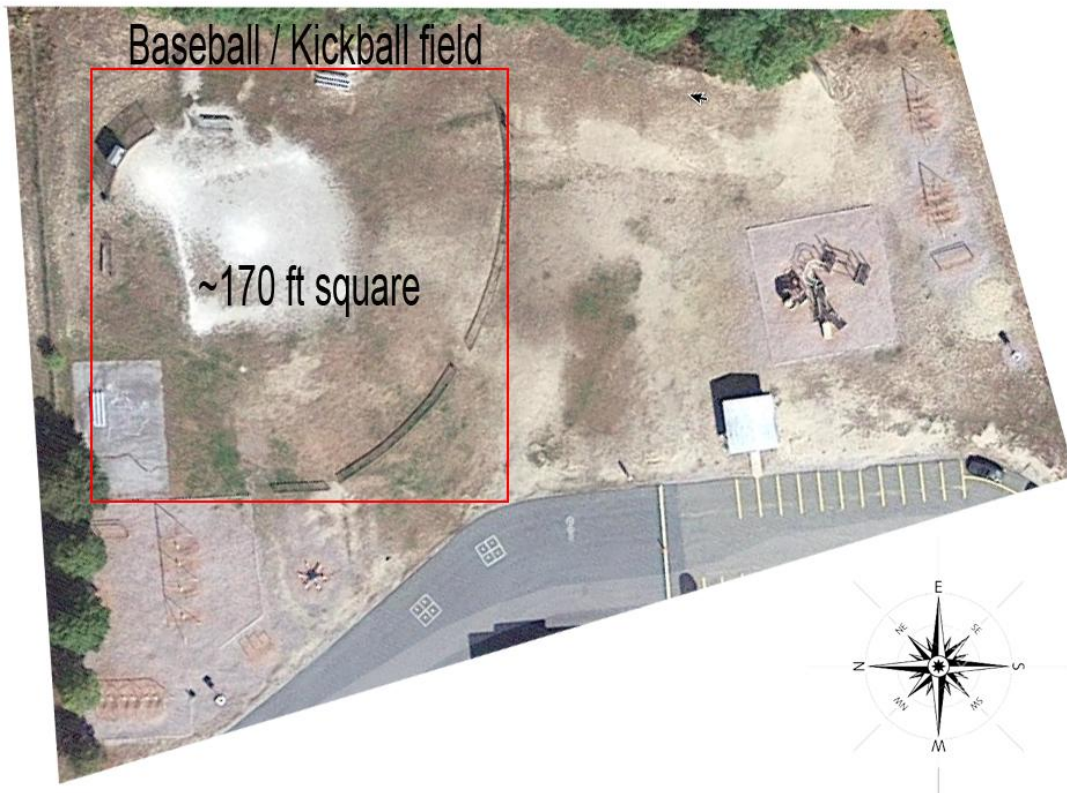
meet the needs of the older students soon to be housed there, and is deficient when compared to other district elementary schools.

According to a study performed by Lavallee Brensinger Architects in December 2008, the upper terrace, a fairly flat section of gravel based clearing in front of the school, has the potential for small athletic field development. The Committee rejected this suggestion after considering the logistical and safety complications of locating the field so far away from existing playground space. Jim Hughes directed the group's attention to an area of the campus near the existing playground that could, in his opinion, be used to create additional fields.

As part of the research, Committee members measured the existing outdoor play area at Sandown Central and determined that the total area measures approximately 94,000 square feet, or just over two-acres. The space consists of five distinct areas: swings, gymnastic bars, monkey bars, a slide and a play structure resembling an octopus.

The northeast corner contains a Little League baseball field, which doubles as a kickball and whiffle ball field during recess. This field measures approximately 28,900 square feet, or just over two thirds of an acre. An open area in the middle of the field functions as a space for games such as tag, soccer, and tag football. This area is approximately a quarter of an acre. The south-end of the play area consists of a small baseball field, play structure, swings, and monkey bars.

The following image shows Sandown Central's current playing field layout as described to provide visual comparison.



Sandown Central Field Measurements

Advantages

- Quality of playground equipment at Sandown North is appropriate for current students
- Expand physical education curriculum to include outdoor activities
- Students would not have to travel off site for field day
- Preschool program does not require immediate renovation of Sandown Central playground
- Opportunity for expanded community use for fields
- Adequate outdoor space for physical activity promotes a healthier lifestyle

Challenges

- Installing general purpose field of at least one acre
- Topography constraints at Sandown North location
- Lack of playground equipment in sufficient quantity to support preferred student activities
- Insufficient number of swings at correct height for older students

Student Playground Activities Survey and Results

4th and 5th grade students at Sandown Central elementary participated in an anonymous survey on April 9th – 10th, 2015 which was designed to gather information regarding the types of preferred activities during recess, as well as usage of the existing playground equipment.

A sample survey may be found in Appendix A

Unsolicited maps of a potential multi-use outdoor play areas created by Sandown Central students, can be seen in Appendix B

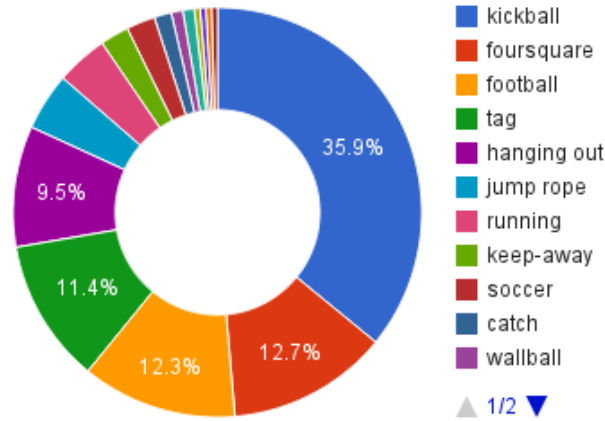
The results of the survey show a clear preference for field-type activities that require open space. Three of the top four activities that do not involve playground equipment require open field space of a minimum size, as well as permissive rules that allow running.

The survey found that nearly three-quarters of the students who participated in the survey do use some of the existing playground equipment at Sandown Central Elementary. Those surveyed indicated a strong preference for the swings, zip lines, monkey bars, octopus, and slides.

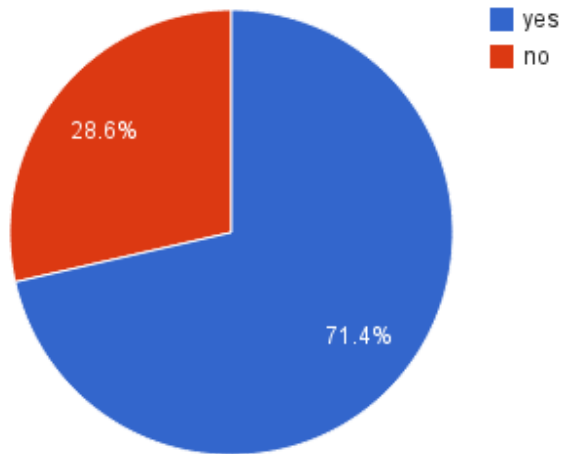
Of those students who indicated that they do not use the existing playground equipment, the large majority cited a preference for field activities as the primary reason for not using the playground equipment.

The following charts summarize the results of the student survey:

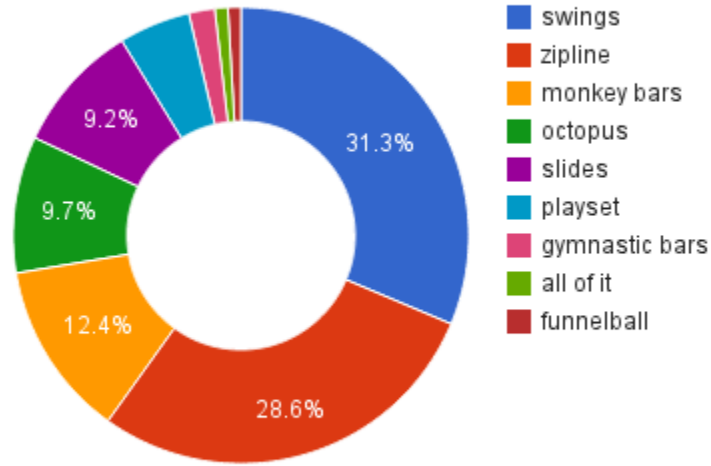
Non-Equipment Activities



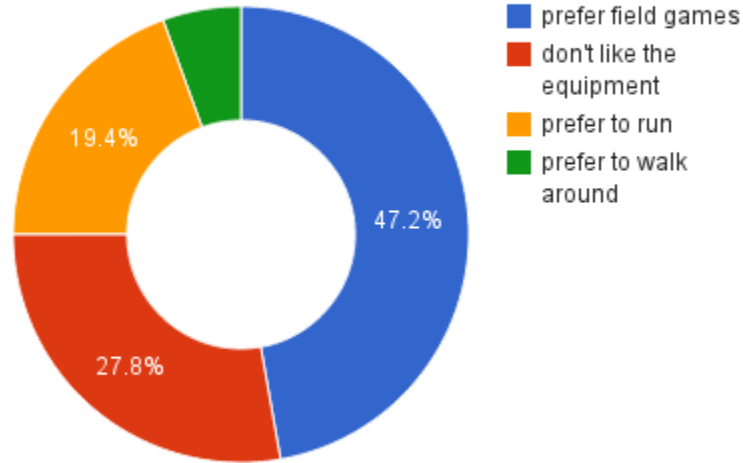
Students Who Use the Playground Equipment



Preferred Playground Equipment



Reasons to Not Use Playground Equipment



Parking at Sandown North

The Committee reviewed the parking capacity at Sandown North Elementary School and examined the parking lots during the facility tour. Currently there are a total of 89 regular parking spaces and four handicapped parking spaces. There are 31 parking spaces in the front of the building and 58 parking spaces in the rear of the building. The Committee has determined, based on the recommendations made within this document, that the current number of spaces is adequate to meet the parking needs of staff and a moderate number of visitors to the school.

Traffic at Sandown North

The Committee discussed the concerns of the community regarding the drop off and pick up of students. The following was noted:

- Daily drop-off and pick-up has historically been difficult due to high number of parents opting to drive their children instead of utilizing bus transportation
- Possible increase in traffic, as kindergarten and preschool parents will be replaced by grades four and five parents
- It was suggested that representatives from the District should explore the possibility of utilizing the access road that is currently only open for emergencies

Advantages

- Access road ensures safety of students and staff in case of emergency
- Easier access for fire, police and ambulance in case of emergency
- More efficient traffic flow and faster drop-off and pick-up

Challenges

- Sandown town officials have been hesitant to open access road in the past
- Abutting property owners would be affected by increased traffic
- Playground could interfere with parking and traffic flow
- Opening access road will be a multi-step process involving various town agencies

For Sandown North the consolidation of grades one through five will be the merging of two separate and distinct groups. In many respects Sandown Central is being designed as a new school. For staff being reassigned to new buildings, some aspects will resemble a first year teaching situation, as they learn to work in a new building and under new supervision.

The two buildings in transition will likely have elevated levels of professional and administrative concerns. Representations of building personnel or professional concerns are usually brought forward with assistance by TTA building representatives.

Advantages:

- The restructuring of staff and schools could allow a reexamination of and reassessment of Administration/building practices and communications that can allow for greater levels of effectiveness.
- The opportunity exists to establish stronger collaboration with professional building representation.

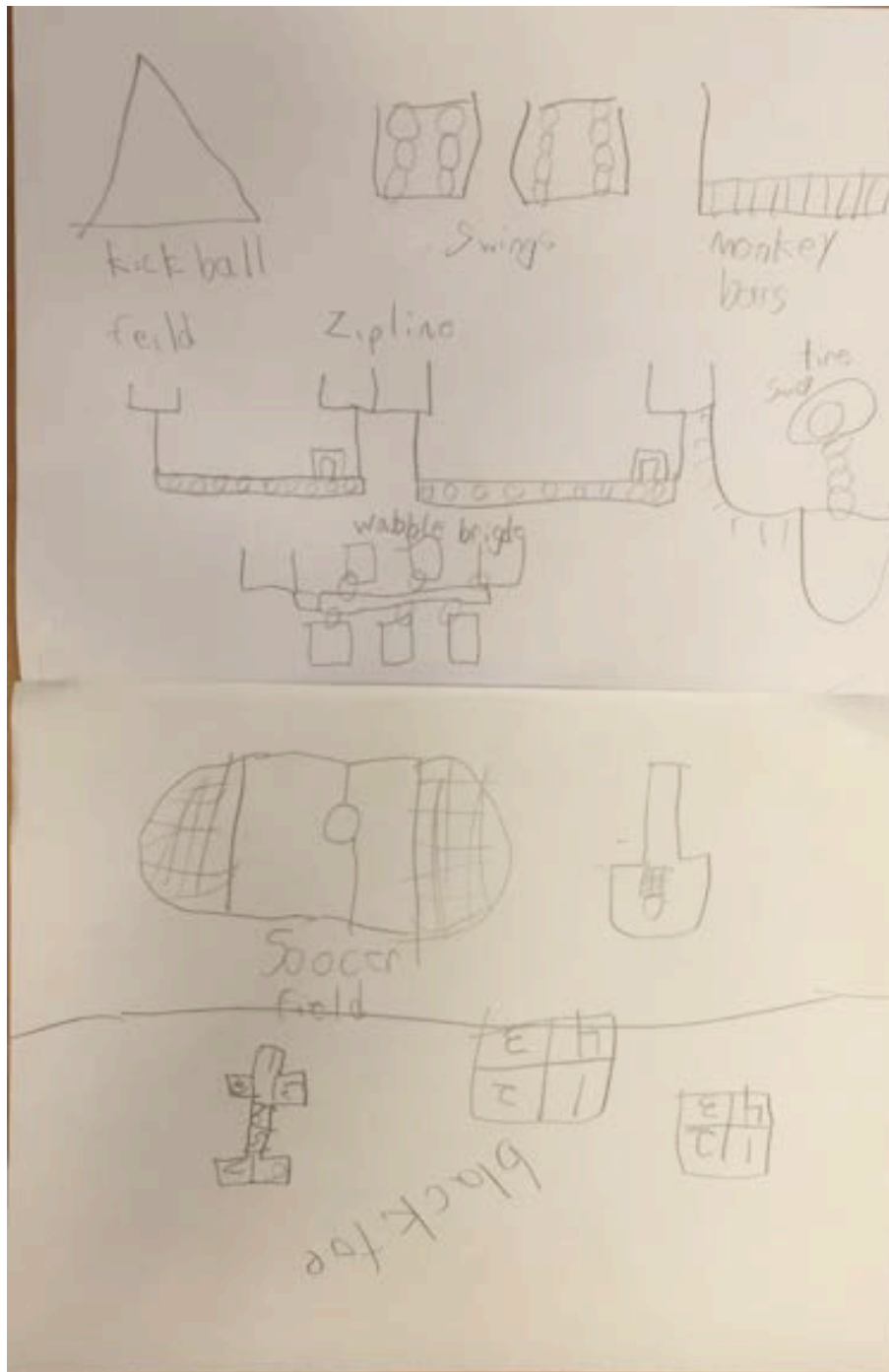
Challenges:

- As two distinct staffs come together, opportunities for team-building and intentional collaboration will need to be designed to ensure that the transition is seamless for all.

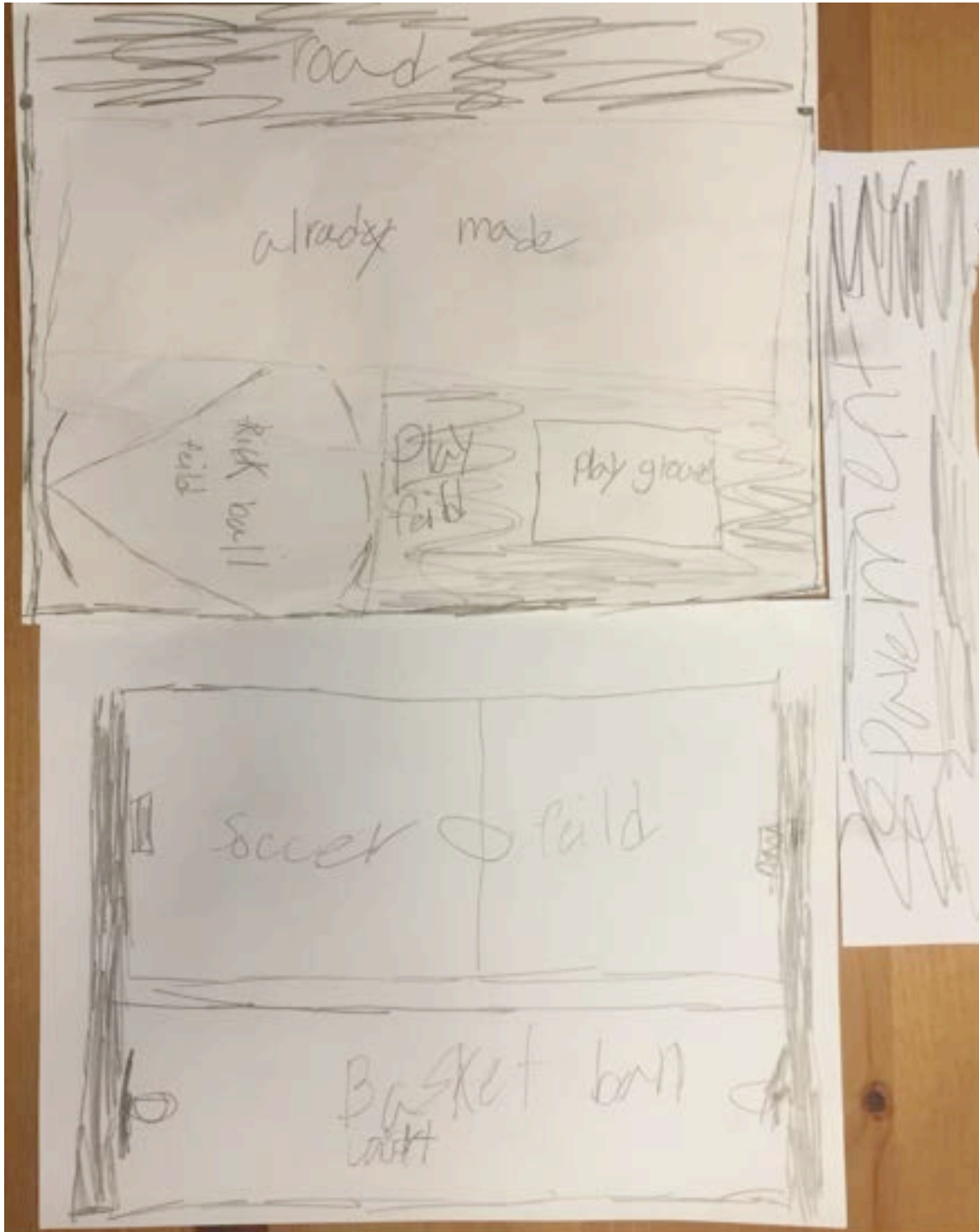
**THIS IS THE END OF THE CONSOLIDATION COMMITTEES
RECOMMENDATIONS**

Appendix B – Student Suggested Maps for Multi-Purpose Play Area

Student Suggested Map 1



Student Suggested Map 2



Student Suggested Map 3

